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# Instructions for Speaking Tests

New AS and A-level French, German and Spanish v1.0

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## For first examination -

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- AS 2017
- A-level 2018

**IT IS ESSENTIAL THAT STAFF CONDUCTING THE TESTS READ AND ARE FAMILIAR WITH BOTH THESE INSTRUCTIONS AND THE JOINT COUNCIL FOR QUALIFICATIONS (JCQ) *INSTRUCTIONS FOR CONDUCTING EXAMINATIONS* WELL IN ADVANCE OF THE EXAMINATION**

**One copy of these Instructions, together with a copy of the JCQ document *Instructions for conducting examinations*, must be available in each examination room (including, for the Speaking Tests, the preparation area and the room(s) used for the conduct of the Tests).**

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## AS Paper 3 Speaking

7651T (AS French)  
7661T (AS German)  
7691T (AS Spanish)

### Dates

A five-week window will be timetabled in each exam series during April and May. All assessments must be conducted within this period.

### Materials

- Recording device with microphone
- Candidate's and Examiner's Material
- Additional Answer Sheets
- A copy of these Instructions
- Candidate Authentication Form

### Advance Preparation

In order to have time to prepare, teachers can open the materials up to two working days before the assessment window opens.

It is essential that the confidentiality of the assessment material is strictly maintained before and throughout the period of the tests. The assessment material must be kept under secure storage. For a definition of 'secure storage' please refer to *JCQ Instructions for conducting examinations*. The assessment material must not be photocopied.

The centre must ensure that the assessment material is checked in and out of secure storage both during the two working days before the assessment window and throughout the window. The assessment material must remain within the centre at all times and must be treated as confidential until the end of the assessment window.

### Accommodation and Equipment

Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered:

- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
- adequate space to set out the materials for the test
- use of a small room, with curtains and/or carpet, for a high quality recording
- no outside noise
- the positioning of the recording equipment to ensure optimum recording quality of both teacher and candidate.

The recording equipment should be set up and tested at least 30 minutes before the start of the tests.

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**Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that candidates' performances are not wholly or partially inaudible. Poor quality recordings can result in candidates being disadvantaged.**

**Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Teachers should refer to the *JCQ Instructions for conducting examinations* for further clarification.**

### **Invigilation**

Candidates must be supervised during the 15 minute preparation period, whether the preparation period takes place in the exam room or in a separate room.

### **Dictionaries**

Access to a dictionary is not permitted either during the supervised preparation period or during the test.

### **Recordings**

All speaking tests must be recorded and a complete and unedited audio recording made available to AQA. Detailed instructions will be provided before the first exam series.

Candidates may have only one attempt at the speaking test before certification.

All recordings must be sent to AQA within one working day of the last date of the assessment window. Recordings must be accompanied by a completed Candidate Authentication Form for each candidate.

### **Problems**

If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test with the words "That was the test of candidate number ... (name of candidate)".

The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the examiner with the recordings.

If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test unless the interruption is likely to obscure the candidate's recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. The recording must not be stopped unless the interruption is lengthy or very disruptive.

If the candidate appears too upset to continue the test, he/she should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a letter explaining the circumstances must be sent to the examiner with the recordings. If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the JCQ document

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*Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.

If candidates need extra time, the application must be made through Access Arrangements online. All extra time must be applied for in this way, including applications for up to 25% extra time. For any other issues about Access Arrangements, please email: [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

The **only** circumstances in which a candidate can be re-tested are if:

- the test has not been recorded or is inaudible
- there is a technical malfunction during the test

The candidate concerned should be re-tested as soon as possible after the end of the particular session ensuring that different stimulus material is used. A note stating the circumstances must be sent to the examiner. If the teacher feels that the candidate has been disadvantaged by these circumstances, an application for special consideration should be submitted for the candidate concerned in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.

AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

## Timing

Supervised preparation period: 15 minutes

Test: 12-14 minutes, with 6-7 minutes on each of the two sub-themes discussed during the test.

Marking will stop after 14 minutes.

## Format of the tests

Preparation period

The teacher-examiner must give the candidate two cards from one sub-theme following the sequence table. The candidate must choose **one** of the two cards. The candidate should also be given two further cards, one from each of two sub-themes from the other theme as specified on the sequence table provided. The candidate must choose **one** of these two cards. The candidate must then remain under supervision while he/she studies the material and prepares his/her responses. The candidate may make notes on the Additional Answer Sheet provided and use these notes during the test. A preparation time of 15 minutes should be allowed.

The notes will not be assessed. Notes may be in any language. There is no word limit and candidates can make whatever notes they wish in the time allowed.

During the preparation period, the candidate is under examination conditions. He/she:

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## MAY

- make notes on the Additional Answer Sheet

## MUST NOT

- be unsupervised
- have access to any material other than the four stimulus cards and Additional Answer Sheet for notes
- write on the stimulus cards in the preparation area
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

At the end of the test of the previous candidate, the candidate who has completed the preparation period should move to the examination room, **remaining under supervision** and retaining his/her chosen stimulus cards and Additional Answer Sheet containing his/her notes. The stimulus cards **not** chosen by the candidate should be collected by the teacher-examiner immediately before the test begins.

## Test

### Part 1 Discussion of first sub-theme

The candidate's prescribed sub-theme will be discussed first and the teacher-examiner will ask the candidate the printed questions which appear on the card. The teacher-examiner may ask follow-up questions in between the printed questions.

Students are advised on the front of the card to consider during their preparation time a question which arises from the material and to ask the teacher-examiner this question at an appropriate point during the discussion. If the student does not ask a question, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask a question, the student must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

The teacher-examiner should give a brief response to the student's question so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher-examiner will then ask further questions relating to the sub-theme.

The discussion of this first sub-theme must last 6-7 minutes. The candidate may refer during the discussion to any notes made during the preparation period on the Additional Answer Sheet. The notes should be stored securely in the centre until Results day.

### Part 2 Discussion of second sub-theme

The teacher examiner will ask the candidate the printed questions which appear on the other card which the candidate has selected. The teacher-examiner may ask follow-up questions between the printed questions.

Students are advised on the front of the card to consider during their preparation time a question which arises from the material and to ask the teacher-examiner this question at an appropriate point during the discussion. If the student does not ask a question, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask a question, the student must seek information or opinion. Asking for clarification

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or repetition will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

The teacher-examiner should give a brief response to the student's question so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher examiner will then ask further questions relating to the sub-theme.

The discussion of this second sub-theme must last 6-7 minutes. The candidate may refer during the discussion to any notes made during the preparation period on the Additional Answer Sheet. The notes should be stored securely in the centre until Results day.

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## A-level Paper 3 Speaking

A-level French (7652T)  
A-level German (7662T)  
A-level Spanish (7692T)

### Dates

A five-week window will be timetabled during April and May. All assessments must be conducted within this period.

### Materials

- Recording device with microphone
- Candidate's and Examiner's Material
- Additional Answer Sheets
- A copy of these Instructions
- Research project form (copy for candidate and copy for teacher-examiner)
- Candidate Authentication Form

### Advance Preparation

In order to have time to prepare, teachers can open the materials up to two working days before the assessment window opens.

It is essential that the confidentiality of the assessment material is strictly maintained before and throughout the period of the tests. The assessment material must be kept under secure storage. For a definition of 'secure storage' please refer to JCQ Instructions for conducting examinations. The assessment material must not be photocopied.

The centre must ensure that the assessment material is checked in and out of secure storage both during the two working days before the assessment window and throughout the window. The assessment material must remain within the centre at all times and must be treated as confidential until the end of the assessment window.

Each candidate must complete a research project form listing up to 10 sources and/or headings to indicate to the teacher-examiner the scope of their research. Students must list at least two sources. At least one of these must be an online source. Sources may be written, audio or visual. Remaining information could be sources or headings to indicate aspects studied or key findings.

If more than one student at a centre selects the same general area for their project, each student must focus on a different aspect, select their own title and carry out individual research.

The research project form must be completed in **English** apart from titles of sources. The teacher may assist the candidate in completing the form. The total number of words excluding the two required sources, must not exceed 80 words.

The research project form must be completed in full. It includes a signed statement from the candidate confirming his/her research project is not based on a book or film which he/she will answer on in Paper 2 of the A-level qualification.

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The candidate must submit the form to the teacher-examiner (or Visiting Examiner) at least 2 weeks before the test.

**Teachers are allowed to:**

- provide suggestions for the subject of students' individual research;
- discuss with students their proposed project title, guiding and advising on the title (including language of the title) and the scope of the research;
- where necessary, correct the language of the project title;
- give feedback to students on the extent to which their provisional titles will or will not meet the assessment criteria;
- suggest sources of reference, including but not limited to websites, books and magazines;
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched ;
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked;
- monitor students' progress according to such deadlines or milestones;
- provide general advice on the type of language which students might use in the presentation and discussion;

**Teachers must not:**

- provide the student with material that they have designed specifically for the student's project;
- download and give to the student specific source materials or copied and pasted extracts thereof;
- provide specific advice on the language of the student's presentation and discussion, apart from the language of the project title;
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the student for the presentation or discussion;
- give feedback orally or in writing on any oral practice presentation by the student, beyond informing the student if it exceeds 2 minutes.

**Note:** General advice is defined as guidance which the teacher would include in the teaching and learning of the class and which would apply to all projects. Specific advice is defined as guidance which relates to a particular project and is tailored to an individual student or group of students.

**Accommodation and equipment**

Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered:

- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
- adequate space to set out the materials for the test
- use of a small room, with curtains and/or carpet, for a high quality recording
- no outside noise
- the positioning of the recording equipment to ensure optimum recording quality of both teacher and candidate.

The recording equipment should be set up and tested at least 30 minutes before the start of the tests.



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**Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that candidates' performances are not wholly or partially inaudible. Poor quality recordings can result in candidates being disadvantaged.**

**Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Teachers should refer to the *JCQ Instructions for conducting examinations* for further clarification.**

### **Invigilation**

Candidates must be supervised during the 5 minute preparation period. This preparation period may be in the exam room with supervision by the teacher-examiner or in a separate room with an invigilator.

### **Dictionaries**

Access to a dictionary is not permitted either during the supervised preparation period or during the test.

### **Recordings**

All recordings and the research project form for each candidate must be submitted to AQA within one working day of the end of the assessment period. Recordings must be accompanied by a completed Candidate Authentication Form and Research project form for each candidate.

### **Problems**

If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test with the words "That was the test of candidate number ... (name of candidate)".

The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the examiner with the recordings.

If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test unless the interruption is likely to obscure the candidate's recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. The recording must not be stopped unless the interruption is lengthy or very disruptive.

If the candidate appears too upset to continue the test, he/she should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a letter explaining the circumstances must be sent to the examiner with the recordings. If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.

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any other issues about Access Arrangements, please email:  
accessarrangementsqueries@aqa.org.uk

The **only** circumstances in which a candidate can be re-tested are if:

- the test has not been recorded or is inaudible
- there is a technical malfunction during the test

The candidate concerned should be re-tested as soon as possible after the end of the particular session ensuring that different stimulus material is used and different aspects of the research project are covered. A note stating the circumstances must be sent to the examiner. If the teacher feels that the candidate has been disadvantaged by these circumstances, an application for special consideration should be submitted for the candidate concerned in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.

AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

### **Timing**

Supervised preparation period: 5 minutes

Test: 16-18 minutes, with discussion of one sub-theme for 5 minutes, presentation on the research project for 2 minutes and discussion of the research project for 9-10 minutes.

Marking will stop after 18 minutes.

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## Format of the tests

### Preparation period

The candidate should be given two stimulus cards, one from each of two sub-themes, following the sequence table provided and avoiding overlap with the student's individual research project. The candidate must then remain under supervision while he/she studies the material and prepares his/her responses. The candidate must choose **one** of the two cards provided. The candidate may make notes on the Additional Answer Sheet provided and use these notes during this part of the test. A preparation time of 5 minutes should be allowed. The notes will not be assessed. Notes may be in any language. There is no word limit and candidates can make whatever notes they wish in the time allowed. The candidate may have access in Part 2 of the test only to the research project form; no additional notes for Part 2 of the test may be made during the preparation time.

During the preparation period, the candidate is under examination conditions. He/she:

### **MAY**

- make notes on the Additional Answer Sheet

### **MUST NOT**

- be unsupervised
- have access to any material other than the two stimulus cards and Additional Answer Sheet for notes and his/her research project form for Part 2
- write on the stimulus cards
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

At the end of the 5 minutes' preparation time, the candidate should move to the exam room (if the preparation took place elsewhere), remaining under supervision and bringing his/her chosen stimulus card and Additional Answer Sheet with his/her notes and his/her research project form. The card not chosen by the candidate should be given to the teacher-examiner immediately before the test starts.

### **Test**

#### Part 1 Discussion of the sub-theme

The teacher will ask the candidate the printed questions on the card which the candidate has selected. The teacher-examiner may ask follow-up questions in between the printed questions.

Students are advised on the front of the card to consider during their preparation time two questions which arise from the material and to ask the teacher-examiner these questions at an appropriate point during the discussion. If the student does not ask two questions, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask two questions, the student must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The student's questions must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

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The teacher-examiner should give a brief response to the student's questions so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher examiner will then ask further questions relating to the sub-theme.

The discussion of the sub-theme must last for 5 minutes. The candidate may refer during the discussion to any notes made during the preparation period on an Additional Answer Sheet. At the end of the discussion, the teacher-examiner must collect the stimulus card and the Additional Answer Sheet from the candidate. The notes must be stored securely in the centre until Results day.

#### Part 2 (a) Presentation on the individual research project

The teacher-examiner must pass to the candidate a copy of his/her completed research project form at the start of Part 2 of the test. The candidate must present a summary of the findings of their research. They may refer to their completed research project form (see attached) but no other notes are permitted. The presentation must not last longer than 2 minutes.

#### Part 2(b) Discussion of individual research project

The teacher-examiner will use points raised by the candidate in his/her presentation and information provided by the candidate on the research project form to ask the candidate questions and take part in a discussion with the candidate about the findings of the candidate's research. The candidate may refer during the discussion to their completed research project form but no other notes are permitted.

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## NEA speaking test at A-level: the individual research project

### Suggested examiner questions

#### French

The student has chosen l'abbé Pierre as the subject of an individual research project.

Prior to the test taking place the student will have submitted a list of points referring to aspects that he/she had focussed on during the research into the chosen topic. These points will form the basis of both presentation and discussion.

It is assumed that in the course of the presentation by the student, mention is made of the main stages of the abbé Pierre's life and work and of the Mouvement Emmaüs.

Questions from the examiner might then focus on the following areas:

- A votre avis, est-ce que l'abbé Pierre est un personnage principalement politique ou religieux ?
- Quel a été l'impact, selon vous, du Mouvement Emmaüs ?
- Que savez-vous du travail de la Fondation Abbé Pierre dix ans après la mort de son fondateur ?
- Et l'abbé Pierre, c'est quelqu'un que vous admirez ? Pourquoi / Pourquoi pas ?
- Pourquoi avez-vous choisi ce personnage comme sujet de vos recherches ?
- Parmi les documents ou les sites web que vous avez consultés lequel a été le plus utile ?
- Comment avez-vous réagi à ce que vous avez appris ? Est-ce que cela vous a inspiré(e), par exemple ?

#### German

Topic: Case study – Das Phänomen *Aldi* und *Lidl*

Prior to the test taking place the student will have submitted a list of points referring to aspects that he/she had focussed on during the research into the chosen topic. These points will form the basis of both presentation and discussion.

During the presentation, the student may give a brief outline of the history and /or development of the German supermarket chains; he/she may talk about the companies' founders, may explain some of the business practices or the underlying ethos of the two companies. In addition the student may describe some of the characteristics of the stores, the type of merchandise on offer and may give reasons for the success of *Aldi* and *Lidl*.

Questions from the examiner may then focus on the following aspects:

- Wie viel Einfluss haben die Gründer von *Aldi* und *Lidl* noch auf das Unternehmen?
- Wie erklären Sie die Tatsache, dass *Aldi* und *Lidl* auch außerhalb Deutschlands erfolgreich geworden sind?
- Was hat Sie an diesem Thema besonders interessiert?
- Inwiefern werden *Aldi* und *Lidl* auch kritisiert und wie denken Sie über diese Kritik?
- Glauben Sie, dass *Aldi* und *Lidl* in der Zukunft ihren Marktanteil noch vergrößern können? Warum (nicht)?

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- Wie haben Sie die notwendigen Informationen für dieses Thema gefunden?
  - Haben Sie als Teil Ihrer Recherchen mit einem oder mehreren Mitarbeitern von *Aldi* oder *Lidl* gesprochen? Wenn ja, was haben Sie dabei erfahren?

It is important to note that these questions should be regarded as possible starter questions and that during the discussion the examiner needs to tailor his/her questions to the student's individual responses.

## Spanish

The student has chosen **The lasting impact of the Aznalcollar environmental disaster on the Doñana National Park** as the subject of an individual research project.

Prior to the test taking place the student will have submitted a list of points referring to aspects that he/she had focussed on during the research into the chosen topic. These points will form the basis of both presentation and discussion.

It is assumed that in the course of the presentation by the student, mention is made of the status of Doñana as a UNESCO World Heritage Site, the events of April 1998 when toxic waste was spilt in the park, the impact on the ecosystem and the effectiveness of measures taken to protect it.

Questions from the examiner might then focus on the following areas:

- ¿Por qué tiene el Parque Nacional de Doñana tanta importancia medioambiental en el mundo?
- ¿Qué aspectos de la biodiversidad del parque se vieron más afectados por la fuga de residuos tóxicos?
- ¿Opinas que se hubiera podido evitar el desastre?
- Que tú sepas, ¿el ecosistema ha sufrido daños permanentes como resultado del accidente?
- ¿Qué ejemplos de la flora y la fauna te interesan más?
- ¿Por qué crees que el lince ibérico es emblemático de Doñana?
- En tu opinión, ¿hay suficientes controles sobre el turismo dentro del parque?
- ¿Qué otras amenazas existen para Doñana en la actualidad?

## Sequence of Stimulus Cards - AS

The teacher-examiner must give the student two cards from one of the 6 AS sub-themes as shown in the sequence table below eg Card A and Card B. The teacher-examiner will also give the student two further cards, one from each of two sub-themes from the other theme as shown in the sequence in the table below eg Card G and Card I. The student will choose one of the two cards for the first sub-theme ie either Card A or Card B and one from the other two cards ie either Card G or Card I. Schools/colleges with more than 36 students should begin the sequence again from number 1.

Candidate	Card 1	Card 2
1	A + B	G + I
2	C + D	H + K
3	E + F	J + L
4	G + H	A + C
5	I + J	B + E
6	K + L	D + F
7	A + B	G + J
8	C + D	H + L
9	E + F	J + K
10	G + H	A + D
11	I + J	B + F
12	K + L	D + E
13	A + B	G + K
14	C + D	I + K
15	E + F	H + L
16	G + H	A + E
17	I + J	C + F
18	K + L	B + C
19	A + B	G + L
20	C + D	I + L
21	E + F	H + I
22	G + H	A + F
23	I + J	C + E
24	K + L	B + F
25	A + B	H + I
26	C + D	J + K
27	E + F	G + I
28	G + H	B + C
29	I + J	D + E

30	K + L	A + C
31	A + B	H + J
32	C + D	J + L
33	E + F	G + K
34	G + H	B + D
35	I + J	D + F
36	K + L	A + E

### Sequence of Stimulus Cards – A-level

Students must be given two stimulus cards using the following sequence. The teacher-examiner must avoid overlap with the student's individual research topic. It is not possible to make a blanket ruling on the issue of the overlap of topics. Part of the teacher-examiner's preparation is to look at the scope of the individual cards and make a judgement as to whether there is the possibility of overlap of material in terms of what their students have researched. If so, then the next suitable combination of cards in the sequence should be offered to the student. Schools/colleges with more than 30 students should begin the sequence again from number 1.

Candidate number	Cards
1	E + L
2	J + E
3	C + I
4	D + L
5	H + D
6	A + H
7	L + A
8	A + G
9	H + C
10	A + I
11	C + J
12	F + L
13	L + B
14	G + C
15	F + G
16	C + K
17	K + A
18	D + J
19	K + F
20	B + I
21	J + B



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22	B + H
23	D + K
24	J + F
25	I + D
26	I + E
27	G + B
28	E + K
29	F + H
30	E + G



# Candidate Authentication Form

AS and A-level French, German and Spanish

Candidate Authentication Form Summer 20\_\_\_\_\_

for AS and A-level Speaking Test

Centre Number					
Candidate Number					

Component:	French AS	7651/3T	<input type="checkbox"/>
		7651/3V	<input type="checkbox"/>
	French A-level	7652/3T	<input type="checkbox"/>
		7652/3V	<input type="checkbox"/>
	German AS	7661/3T	<input type="checkbox"/>
		7661/3V	<input type="checkbox"/>
	German A-level	7662/3T	<input type="checkbox"/>
		7662/3V	<input type="checkbox"/>
	Spanish AS	7691/3T	<input type="checkbox"/>
		7691/3V	<input type="checkbox"/>
	Spanish A-level	7692/3T	<input type="checkbox"/>
		7692/3V	<input type="checkbox"/>

## Candidate declaration

From time to time we use anonymous examples of candidates' work within our guidance materials to illustrate particular points. If your work appears in AQA materials in this context and you object to this, please contact us and we will remove it on reasonable notice.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Candidate signature

Date \_\_\_\_\_

## Teacher declaration

I confirm the candidate's work was conducted in accordance with the specification. I have authenticated the candidate's work and am satisfied, (to the best of my knowledge) that the work produced is solely that of the candidate.

Teacher signature

Date \_\_\_\_\_



# Individual Research Project Form

A-level French, German and Spanish Summer 20\_\_\_\_\_

Centre Name						
Centre Number						
Candidate Name						
Candidate Number						
Component eg French 76523T						

**Subject/Title of research project:**

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List below at least one online source which you have used:

1

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List below one further resource which you have used:

2

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List below further sources and/or headings to indicate the scope of your research. Apart from the titles of published sources, the headings must be in English.

You may list up to 8 sources and/or headings. These may include online sources. The total number of words should be no more than 80 words.

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The individual research project must not be based on a book or film which you have studied for Paper 2.

Books/film studied for Paper 2:

1.	
2.	

Candidate declaration: I have read and understood the above and confirm that I have not used as material for my research project either of the works which I have studied for Paper 2.

Signed		Date	
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